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ABSTRACT

This report describes the Child Day Care Planning Project, which was developed by private and public representatives to meet the needs for child care in Cuyahoga County, Ohio. The project consisted of five major components. The first component, the Data Project, documented the needs and resources of the community. The second component, the Quality Enhancement Project, involved the evaluation and improvement of the quality of centers and homes. The third component, the Demonstration Projects, tested new service strategies and increased the number of child care options available. These projects included a child day care scholarship program, center-sponsored famly day care homes, a community care center, staff training, school-age programs, and a capital loan fund. The fourth component determined child care costs through a cost study. The fifth component involved analyses of funding policies and improvement of policies for allocation of child care funds. (RJC)

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Solving the Puzzle of Child Care

PS 018485

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Report of the
Cuyahoga County
Child Day Care Planning Project
July 1988

2

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Fiscal & Administrative Agent
Federation for Community Planning

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Dedication
To Marjorie Hall-Ellis, former Director, Cuyahoga County Department of Human Services, whose strong leadership and sure vision paved the way for the creation of the Child Day Care Planning Project and whose tireless commitment to strengthening the lives of families and children brought the issue of child care to the forefront of the community's agenda.

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To the Citizens of Cuyahoga County:

Child care is an issue that affects each one of us, directly or indirectly.

For many single parents, child care represents the difference between dependency and self-suffiency. For other families, it means the ability to make ends meet. For still others, it is a path to self-fulfillment.

But not only the parents of young children are affected by child care issues. If answers are not found to the complex questions surrounding child care, the costs to the community-at-large will be high . . . in terms of lost productivity, lost wages and higher taxes. Without *enough* child care, many people cannot work . . . without *good* child care, both the present and future generations may be at risk.

With thoughts like these in mind, the innovative Child Day Care Planning Project began three and a half years ago. Child care needs had escalated dramatically . . . and neither the public nor the private sector was equipped to handle the extent of the need. Cooperation and collaboration were key to any solutions.

All major funders of child care services, public and private, came together to form the Child Day Care Planning Project. The Project Committee wrestled with issues the community had never systematically addressed. Its members worked tirelessly to shape strategies and projects to answer key questions of availability, cost and quality. They were aided by an enthusiastic and able Advisory Committee of leading child care professionals. The pooling of resources and talent was a winning combination, allowing the participants to address a number of issues simultaneously and effectively.

The achievements exceeded expectations, thanks to the hundreds of participants. Through their efforts we have been able to accomplish much in a short time. You will find many of their names listed at the end of this report. They deserve not only our thanks but those of an appreciative community as well. Through their efforts, we now have a number of promising solutions to the puzzle of child care.

The following pages summarize their work. We hope you will read them thoughtfully. Full reports on each aspect of the Project are available, at cost.

The work of the Child Day Care Planning Project represents an important beginning to finding solutions for a critical community problem. Neither our businesses, nor our cities, nor our citizens can afford to ignore the issues child care represents.

Elaine H. Rocker

Elaine Rocker
Co-Chair

David H. Gunning

David H. Gunning
Co-Chair

SOLVING THE PUZZLE OF CHILD CARE
Background

Child care has been termed the issue of the Eighties. And with good reason. Few issues touch as many people. Or as many of our institutions. And few program areas have experienced as meteoric an increase in need.

Throughout the United States, over 60 percent of women with children under 18 years of age now work. By 1995 two-thirds of all pre-school children and four out of five school-age children will have working mothers.

Half the mothers of newborns are expected to return to their jobs before their child's first birthday. And it is estimated that, every day, over 7 million school-age youngsters are left to care for themselves after classes end.

Most women work because of economic necessity. One-fourth of families today are headed by single parents. They have little choice other than work or dependency. The majority are female. And one of every two female-headed families has an income below the poverty level.

In Cuyahoga County, Ohio, the pattern is similar. Here, as elsewhere, the statistics add up to a crisis in child care.

It was against this kind of backdrop that the Child Day Care Planning Project (CDCPP) came into being in 1984, the outgrowth of two earlier efforts that brought child care planners and funders together to address specific issues.

In 1982, with support from the George Gund Foundation, a small group of funders had requested that the Federation for Community Planning undertake a study of child care. A report was issued, entitled *Child Care in Cuyahoga County.*

Later, the Child Care Policy Review Project, also under the auspices of the Federation for Community Planning, brought together major child care funders, providers and others to look into child care systems elsewhere in the country that might be adapted locally. Support from the Gund and Cleveland Foundations made this project possible.

But a 1983 funding crisis in the Cuyahoga County Department of Human Services, followed by attempted changes in its contracting system, precipitated new, wide-ranging action.

Phase I of the Child Day Care Planning Project was initiated, sponsored by the Cuyahoga County Commissioners, Cuyahoga County Department of Human Services, Federation for Community Planning, Federation of Catholic Community Services, Jewish Community Federation and United Way Services with support from the Cleveland and Gund Foundations.

An Advisory Committee, composed of center and home providers of child care, early childhood experts and consumers, was formed to assist in planning.

The main accomplishment of this phase was defining and clarifying the many problems and issues in the child care system, such as:

- Insufficient, inflexible funding.
- Inequitable distribution of resources.
- Unequal consumer access to financial assistance.
- Inadequate long-range funding projections.
- Demand in excess of resources.
- Insufficient infant and school-age care.
- Insufficient data on needs and resources.
- Lack of incentives for resource development.
- Uneven quality of care.
- Inadequate fiscal management in some programs.

It was recommended that a longer-term project be instituted to allow funders to cooperatively and more fully address child care issues. This recommendation was approved in June, 1984 by the Cuyahoga County Board of Commissioners and the United Way Services Board.

The Child Day Care Planning Project

The Child Day Care Planning Project entered its next and most productive phase in September 1984.

By this time there was no question that the ability to address child care issues meaningfully depended on an underlying philosophy of collaboration and cooperation. From the onset, this has been a public/private community partnership in the fullest sense. This is perhaps its greatest strength.

Several goals were established for the three-and-one-half year research, development and planning project. They were:

- To improve child care quality.
- To expand and improve child care funding.
- To expand child care options.
- To develop recommendations for new/improved policies and procedures.
- To improve collaboration among funders.

To finance the Project an initial $400,000 in funds from the Cuyahoga County Department of Human Services and United Way Services was leveraged and a total of $1.8 million raised to fund both the planning activities and demonstration projects.

The *Project Committee*, consisting of volunteers and staff from eight funding organizations, was the overall decision-making body . . . shaping the project, guiding its activities and monitoring implementation. A 24 member *Advisory Committee*, made up of early childhood specialists, child care providers and consumers, helped formulate many of the recommendations. They were aided by a number of small work groups, consultants and staff from funding and other organizations. Five full- and part-time staff managed the Project.

The work was divided into five major components:

- A *Data Project* – To document needs and resources
- A *Quality Enhancement Project* – To evaluate and improve quality in centers and homes
- *Demonstration Projects* – To test new service strategies and increase the number of child care options available
- A *Cost Study* – To determine child care costs
- *Analyses of Funding Policies* – To examine and improve policies for allocating child care dollars

Combined, these projects contributed to developing models for:

- Improving the quality of child care in centers and homes.
- Improving management of centers.
- Allocating dollars more effectively.
- Increasing the accessibility of services to families.
- Increasing the funds available for child care.
- Expanding child care options.
- Improving day care policies, and
- Bringing diverse sectors of the community together to solve problems.

On the following pages the various components of the Child Day Care Planning Project will be described in more detail.

Already, the demonstration projects alone have created approximately 260 new child care slots and provided child care scholarships to 237 children. At least two of the projects have almost doubled their service capacity over and above their original goal.

But the overriding purpose of the Project was finding long-term answers to the many questions of child care. In this regard, a Community Child Care Services and Funding Plan has been developed. It sets forth the next steps needed to more fully address the issues of child care in Cuyahoga County. ■

CHILD CARE NEEDS IN CUYAHOGA COUNTY
The Data Project

One of the first priorities for the Child Day Care Planning Project was to develop data on child care needs and resources in the County. Knowing where services were needed and who needed them would help shape the long-term recommendations for expansion of child care services. In addition, comprehensive data would be useful to funders in making decisions regarding the allocation of scarce dollars.

It was discovered that a significant amount of data on community needs, physical and financial day care resources already was available in the community. But there was no single source. Data were gathered primarily from the Cuyahoga County Department of Human Services, and the Child Care Resource Center at the Center for Human Services. Each major funder submitted data on their level of funding. Information on child care resources and parent requests for care were available from the Resource Center.

This information was placed in a centralized data bank. Data systems were developed to (1) assess day care needs and resources in order to identify patterns of changing needs and resources, and (2) assist funders in setting funding goals and allocating day care funds based on objective data.

Specifically, the project planners and funders were interested in collecting data that would enable them to:

- Identify shifts in the need for financial assistance for child care.
- Pinpoint families in need by geographic area.
- Compare child care needs with available resources.
- Develop a methodology for allocating child care funds.
- Make periodic reports on needs and resources to the community-at-large.

A comprehensive Data Report, based on 1986 data, was developed for community use. Periodically, updated reports will be issued. Some of the current findings include the following:

- Of over 7,500 families requesting care from the Cuyahoga County Department of Human Services and the Child Care Resource Center, slightly over 1,500 could not be served.

CHILD CARE REQUESTS BY REASON NEEDED*
Cuyahoga County

Reason	Requests (%)
Employment	49%
Seeking Employment	6%
School/Training	35%
Occasional/Respite	1%
Sick Child/Parent	.4%
Enrichment	5%
Other	2%

*Based on data from the Center for Human Services and Cuyahoga County Department of Human Services. 1986.

- The need for child care for infants and toddlers continues to rise. In 1986, 47 percent of all requests for care were for children under three years of age. Space for infants in day care centers is severely limited. Nine communities have restricted zoning, which impedes the development of regulated family day care homes, the primary resource for the care of infants.
- More school-age care is needed. Of 1,724 requests for school-age care, at least 20% could not be served in 1986. An undetermined number of youngsters in the County care for themselves after school.
- In 1986 there were over 50,000 children under nine years of age in families receiving Aid to Dependent Children. An estimated 12,723 need day care to enable their parents to enter work/training programs. ■

CHILD CARE NEEDS, RESOURCES BY AGE*
Cuyahoga County

Age Group	Total Requests (%)*	Spaces Available (%)
Infant	26.0%	3.5%
Toddler	21.7%	14.7%
Pre-School	28.6%	47.1%
School-Age	23.5%	34.6%

*Based on requests to the Center for Human Services and the Cuyahoga County Department of Human Services. 1986.

CHILD CARE REQUESTS BY INCOME*
Cuyahoga County

Income	CHS Requests (%)	CCDHS Requests (%)
Less than $5,000	14%	36%
$5,000 – $9,999	9%	12%
$10,000 – $14,999	10%	10%
$15,000 – $19,999	9%	6%
$20,000 – $24,999	9%	6%
$25,000 – $34,999	11%	6%
$35,000 and over	21%	13%
Missing Data	17%	11%

*Based on data from the Center for Human Services (CHS) and the Cuyahoga County Department of Human Services (CCDHS). 1986.

IMPROVING THE QUALITY OF CARE
The Quality Enhancement Project

Quality of care for our children is essential to the future of our community. High quality child care can help disadvantaged youngsters gain the basic skills they need for future success. It is equally important to the emotional health of children of working mothers or two-income families, whatever their income level.

Working parents want to feel they have left their children in good hands. Children need to be in a safe, healthy, nurturing environment.

Everyone has a stake in the question of quality care. Business leaders recognize its value as they become increasingly concerned about the quality of the work force in the 21st century, when three of every four new jobs created will require an education beyond high school. Good basic skills will be an essential foundation.

We can expect to pay a high price if we fail to offer quality care.

The dilemma for child care professionals is how to provide quality child care at an affordable cost. And how to increase the availability of child care while improving quality. The Quality Enhancement Project attempted to find some answers.

As a beginning step, teams of highly trained early childhood specialists and County Department of Human Services day care monitors assessed 65 day care centers. Similar home care assessment teams evaluated the quality of care in 111 agency-affiliated day care homes.

Levels of care were uneven. Both long- and short-term strategies were needed to improve quality. The strategies developed included:

- Establishing community standards for high quality care (based on the National Association for the Education of Young Children's Criteria for High Quality Programs and the Family Day Care Rating Scale developed by Thelma Harms).
- Assessing and monitoring centers and homes periodically against those standards.
- Developing program goals for each facility.
- Providing centers and homes with resources for training, consultation, support groups and specific technical assistance.

Day Care Centers

In the 65 centers evaluated, the assessment teams observed the classrooms, checked the facilities, interviewed directors, reviewed written documents and surveyed staff and parents.

Approximately 60 percent of the centers met most criteria, but a full 40 percent only partially met the desired standards. Staff generally fared well in program areas related to health, safety and interactions with the children. Problems existed in understanding age-appropriate activities and in creating an appropriate physical environment.

Twenty-seven percent of the staff who reported on their qualifications had a high school education or less, half had some college, including the Associate's degree, and 22 percent had 4-year college degrees. Not all college training, however, was specific to early childhood.

Following the assessment, a work plan was developed by each center, outlining action steps and timetables for making improvements. Almost universally, training was considered a priority, particularly in the areas of child development, where training for handling toddlers and school-age children was especially critical. . . and for curriculum planning, responding to individual needs of children and cultural diversity.

An additional survey of center directors revealed that the cost of training was too high for most staff and the time available for participation in training programs was minimal. To meet the training needs of centers, several new programs were initiated:

- *Twenty-three training sessions* were developed on the topics requested as well as others and offered at no cost to providers.
- A *Staff Development Fund* was created to offer providers financial assistance for training, consultation, college tuition, professional memberships, accreditation or credential fees and substitutes for teachers in training.
- A *Directory of Resources for Staff Development and Training and an Administrative Supplement* were developed and distributed to the centers.

Family Day Care Homes

Despite the fact that family day care represents the most frequently used type of out-of-home care for American families, very little literature or research is available on home caregivers. They have not been considered part of the early childhood professional community. Associations have not had membership categories for home providers. Professional journals have few articles on home care.

The landmark National Day Care Home Study, published in 1981 by the U.S. Department of Health and Human Services found, among other things, that:

- Day Care Homes represented 45 percent of all child care options.
- Ninety-four percent of homes were unregulated.
- The majority of home providers had no relevant training.
- There was high turnover among home providers.
- Training and home sponsorship were linked to better care.

In the local sample of 111 agency-affiliated homes, the majority of providers had low incomes and little education. Nearly half had annual incomes of less than $10,000. Almost 75 percent had less than a high school education.

They were evaluated in five skill areas. The results showed they were generally strong in the physical care and supervision of children . . . but weak in discipline and programming. In terms of handling different ages, they were found to need considerable training in caring for infants and toddlers.

The home providers sponsored by agencies which provided supportive services showed higher levels of skill than others on the average. Linkages between higher education, income levels and good performance were also found.

Another problem was a lack of equipment and materials. Twenty-five percent had inadequate equipment – cribs, booster chairs,etc. – and insufficient materials and books.

The resources, training and support for home caregivers took many forms, reflecting the extent of the need. Included were:

- Training for agency staff in using the Family Day Care Rating Scale and supporting home providers in setting goals for improvement.

- Guidelines for providers to conduct self-assessments.
- Information on workshops and membership in professional organizations.
- Financial assistance for training.
- Tip sheets on child care topics.
- Assistance in working with parents and support in coping with the stresses of caring for children on a daily basis through the Tot-Line phone service.
- Infant/toddler workshops with follow-up telephone consultation services.

In addition, other forms of help were added. The local Association for the Education of Young Children added home caregivers as a membership category and a special section on home care to their newsletter. A special home provider committee was formed as well.

With funding from the Child Day Care Planning Project, the County Day Care Department provided 80 cribs to caregivers who were willing to take in infants.

Certificates were awarded for attending training sessions and other recognition opportunities were offered.

Networking, support groups and resource guides were made available through all sponsoring agencies. ■

TESTING PROMISING STRATEGIES
The Demonstration Projects

One of the most important aspects of the work of the Child Day Care Planning Project was the funding of nine demonstration projects. This gave child care funders an opportunity to develop or test promising strategies which would accomplish the following objectives:

- Provide new information that might be useful in determining policies, funding strategies or service delivery methods.
- Provide cost-effective care.
- Offer innovative approaches to care.
- Stimulate unique or desirable collaborative relationships.
- Identify new funding sources.
- Serve as a model for other funders or organizations.
- Fill a gap in service.

Though originally, the intent was that each demonstration project should meet all of the criteria, this was waived when it was discovered that none of the 72 proposals received did so. Thirteen applicants were asked to submit full proposals and six were accepted for funding. Three projects were developed by CDCPP in conjunction with other organizations. The demonstration projects and the rationale for funding are described on the following pages.

Child Day Care Scholarship Program

Affordability is one of the key issues in child care. Good quality child care costs $3,000 or more a year, a figure that is beyond what most low-income individuals can pay.

The Scholarship Program offered an alternative to traditional forms of child care financial assistance – Title XX and United Way Services – where such assistance was not available. In doing so, it increased the accessibility of child care, a high priority in view of the escalating needs and the high proportion of low-income families needing care.

It also offered a new flexibility. It could be applied at any licensed center or approved home in the area.

INCOME OF SCHOLARSHIP RECIPIENTS

Family Income	Percent of Scholarship Recipients
Under $5,000	39%
$6,000 – $10,000	29%
$11,000 – $15,000	27%
$16,000 – $20,000	5%

Administered by the Center for Human Services, this program subsidized the cost of day care so parents could work, train for jobs or cope with family illness or other crises.

Over a two-year period, approximately $268,000 in scholarship funds were expended. Two hundred fifty-six children from 187 families were served in 95 licensed day care centers and 19 agency-sponsored or Title XX certified homes.

The average scholarship recipient was a single, female head of household with one child . . . who had completed high school and was employed. Her average earned income was $10,000 annually.

Fully 86 percent were single heads of household; 68 percent had incomes of $10,000 or less. Thirty-six percent of the families served lived in Cleveland; 64 percent in suburban municipalities.

What is more important than the demographics, however, are the results. And this program shows such sufficient promise that funders have agreed to support it on an ongoing basis.

Of 67 recipients whose scholarships enabled them to continue employment, 90 percent remained employed, 60 percent maintained the same rate of pay, 6 percent increased salary somewhat and 24 percent increased their income beyond the eligibility criteria for obtaining a scholarship.

Of the 51 who participated in training, 75 percent either completed training or are still in training; while 25 percent dropped out.

As a whole, the Scholarship Program was beneficial to 79 percent of the participating families. Families were able to upgrade their financial/educational sta-

tus by maintaining a job or attending school. They also were able to select a center that was convenient and that they felt comfortable with.

Ninety-six percent of the parents felt the program offered a source of funding that would not have been available otherwise; 90 percent indicated they would not have been able to achieve their employment and training goals without the financial assistance offered because of the prohibitive cost of child care; 92 percent said they would not have been able to obtain child care in their desired location.

Center-Sponsored Family Day Care Homes

For a number of reasons, it is difficult to find solutions to the growing need for infant and toddler care. It is this group in which the need is rising faster than any other. . . and where the availability of service is the lowest.

In this age group there are other factors, too, that inhibit expansion of services. More equipment is needed. More individual attention is required. Small group care situations are preferable and required by day care licensing regulations. And many parents prefer the family day care home for the care of infants and toddlers.

In this demonstration project, Title XX family day care homes were linked with the greater resources of the system's centers in an innovative approach that sought to expand services for infants and toddlers needing care and to improve and stabilize the family day care system in Cuyahoga County. Both objectives fulfill important needs in the community.

Three Title XX centers were chosen to participate – Happy Times Day Care and Nursery School, Inc. on the west side of Cleveland; St. Mark's Child Development Day Care Center, on the east side; and the West Side Community House Day Care Center, on the near west side.

Each of these agencies had indicated a desire to serve infants and toddlers but could not due to licensing limitations and the high costs associated with center-based infant/toddler care. In this program the centers recruit potential day care home providers and sponsor them.

This allows the centers to offer expanded services and function as a full community child care resource. Homes gain resources, consultation, equipment and client referrals. Parents are assured of better care through monitoring and higher standards of the centers. And the community benefits from expanded and improved child care services. Staffing requirements for a center-sponsored home program are minimal. The center director is the program supervisor and a part-time home coordinator carries out the day-to-day operations and works directly with recruited home providers.

Technical assistance is offered to home providers, including a training program, practicum experience, toy and equipment lending library, (e.g. cribs, high chairs), reference library, consultation, help with referrals to social service agencies, use of duplication equipment, a listing in the center's brochure, client referrals, USDA Child Care Food Program approval and reimbursement for food cost. Two of the most helpful supports for providers are the personal phone consultation and home visits. The quality of care is monitored by the home coordinator and providers are encouraged to assess themselves.

Information and referral is available to parents.

By the project's end, 16 home providers were recruited, trained and certified. They were caring for 67 children. Fifty-one percent were infants and toddlers and 14 percent were school-agers. A total of 499 people had inquired about the project and expressed interest in becoming providers.

Feedback on the program was almost universally excellent. Virtually all of the parents thought the sponsorship of centers had improved quality. Home providers rated the benefits and services offered by the centers as very helpful in nearly every instance and stated that the sponsorship program was "very important" and should be continued.

A financial review indicates that the centers were

able to operate the program within the $10,000 a year allocation. The one negative in the evaluation was the low rate of Title XX reimbursement offered home providers, which made recruitment difficult. Administrative reimbursement from the Child Care Food Program was found to cover basic costs once programs expand to 15 or more homes.

This cost-effective, neighborhood-based project is a promising answer to the infant/toddler care question.

Lakewood Community Care Center

In 1984 there was a pressing need for affordable child care for infants, toddlers and preschoolers in the City of Lakewood. At the same time there was an abundance of active senior citizens looking for activities.

The Lakewood Community Care Center, funded with seed money from the Project, took these two needs and developed a model intergenerational day care center. Here, elders are called "Grandpersons" and serve as an extended staff "family". Fourteen of the elders serve as paid staff, 40 as volunteers.

The elder staff serve as aides to the primary caregivers, who are trained in early childhood education. They are encouraged to excel in their areas of expertise. A volunteer coordinator recruits, coordinates, trains and provides recognition for elder volunteers. The addition of elders has been a benefit to all concerned – children, staff and elders.

In developing this program Lakewood Community Care Center worked closely with the Lakewood Commission on Aging. And the Center has initiated several other collaborative relationships as well – with Lakewood Hospital, the public schools, the City of Lakewood and local service organizations.

Lakewood Hospital provided a $20,000 grant for renovation costs in return for 10-14 day care slots for the children of hospital employees. The hospital also gives its employees the option to make charitable contributions to the Center through payroll deductions.

The Lakewood Public Schools offered a wing of the Lincoln Elementary School as the site for the Center. Utilities, lowered ceilings and carpeting have been provided free of charge. In addition, school resources have been made available to the Center.

The Center offers vocational education students at the high school an opportunity to gain experience in early childhood education, as a supplement to classwork.

Finally, Lakewood Community Care Center has established its own Scholarship Program through Community Development Block Grant funds and contributions from local civic and service organizations.

This Center offers a demonstration of community collaboration on the local level that may be unmatched in the area.

Cuyahoga Community College: Staff Training Model

Cuyahoga Community College, through the Western campus, took the initiative in expanding its model day care center to include infants and toddlers so it could serve as an observation site for staff from other centers and homes.

This Early Childhood Learning Center, similar to centers on the other two campuses, has an availability of students, majoring in Early Childhood Education, who can be employed as student assistants. These students function either as staff or as program assistants, depending on their capabilities.

The Center serves infants and toddlers as well as preschoolers and has program goals that are translated into practice through curriculum guides. Specific activities are implemented by Lead and Group teachers and problem areas are addressed through staff workshops. Both student parents and working parents are served.

These parents are welcome at the Center at all times and are encouraged to participate in activities with their children whenever possible. Orientation meetings are held for new and returning parents . . . and parents are given written or verbal reports on their child's activities, accomplishments, etc. A parent support group is in the planning stages.

In addition to its role as a model center, the Western campus developed a series of workshops for child care staff and home providers, with credit offered those wishing to enter the school's Early Childhood Education Program. Workshops were offered at all three campuses.

Taking training a step further, they developed "Best Practices Manuals" on the care of infants, toddlers and school-age youngsters. These manuals, which integrate theory and practice, are being made available to child care personnel throughout the area.

School-Age Programs

Concern over school-age care and the growing numbers of "latch-key" children prompted a number of demonstration projects:

- North Royalton School-Age Program.
- Richmond Heights School-Age Program.
- La Petite Cultural Enrichment Center.
- Neighborhood Centers Association School-Age Planning Project.

Each of these programs was innovative and offered insight into some aspect of school-age care.

Both North Royalton and Richmond Heights developed after school programs in the schools themselves, an exceptionally cost-effective solution to the problems of school-age care. This was because the space, utilities and maintenance were provided at no cost.

In addition to their use of school facilities, each of these programs had its own innovative thrust. In Richmond Heights, high school students helped care for the children, under the guidance of trained early childhood professionals.

Most of the students hired were interested in education as a possible field of study. This gave them added incentive to learn about dealing with school-age children and implementing activities.

In addition, the Richmond Heights program cooperated with other community organizations, including the Richmond Heights Senior Citizen Organization, whose seniors demonstrated their talents to the youngsters. Next year, they are planning cooperative swim and other recreational activities with the Hillcrest Family YMCA.

The North Royalton program involved parents in the management of the center and had a very active Parent Advisory Board. This program now offers after-school care at two sites and has added before-school care at one site.

The La Petite Cultural Enrichment Center offered before- and after-school care to children in the Euclid-Green, Collinwood, East Cleveland and Glenville communities. Located next to a Cleveland public school, this program provided an alternative to in-school care. The project tested the feasibility of providing unsubsidized care in a low-to-moderate income community and showed the difficulties a program encounters.

The Neighborhood Centers Association Project was concerned with identifying the need for before- and after-school care, the resources available and barriers to care in order to develop recommendations on how the need for school-age care can be met in the city of Cleveland.

An Advisory Committee of school district officials, parent representatives, day care agency directors and representatives of social planning organizations provided guidance. The project was called the School Age Child Care Planning Project.

A detailed series of recommendations was outlined, which will aid the Project in determining appropriate options for expanding school-age care.

Capital Loan Fund

Improving the quality of care took many forms in the Child Day Care Planning Project. One of the most innovative was the Capital Loan Fund, which offered loans to day care centers for capital improvements.

This allowed many struggling centers who were unable to obtain conventional loans the opportunity to secure financing for physical improvements and needed equipment. It also offered centers an opportunity to develop good credit histories...and to improve fiscal management.

One of many benefits of participation in the Capital Loan Fund was technical assistance in management practices, offered through the Management Assistance Program of United Way Services. This was intended to improve the overall management of centers, an issue of concern to Project Committee members.

Several types of loan assistance were offered through the program:

- *Loan Guarantee* – For agencies qualifying for conventional loans but lacking sufficient collateral.
- *Joint Bank-CDCPP Loan* – A single loan that averaged a higher bank interest rate with a lower CDCPP interest rate.
- *CDCPP Loan-Interest Writedown* – For centers that could assume a loan but could not afford the blended interest rate of a Joint Bank-CDCPP Loan.
- *Grants* – For centers that could not afford to repay a loan with or without interest. A center had to go through the loan process to be eligible.

In its first year $105,000 was raised for the Capital Loan Fund. Four of the six applications for funding were approved. They included loans for heating equipment and interior repairs and grants for child care equipment. ■

ASSESSING COST ISSUES
The Cost Study

A study of the cost of care of 57 funded centers was conducted in 1985 by the Watson, Rice and Company accounting firm. Its objectives were to (1) collect data on income, expenses, personnel time use and basic program information, (2) provide an analysis of individual center costs and cost ranges on which funders could base rate setting and policy decisions and evaluate the cost-effectiveness of services, and (3) identify areas in which individual centers need fiscal management assistance.

The following data were collected at each center: annual income, income by enrollment unit, annual expenditures by cost category, expenditures by enrollment unit, expenditures by function, functional expenditures by enrollment unit, costs by age group and program characteristics.

There were several limitations to the study. Some of the centers' revenues were, of necessity, projected. A number of centers did not maintain adequate financial records. And there were inconsistencies in data collection and other areas that made comparisons difficult. These and other issues made it hard to validate the accuracy of the data collected. Thus, the report was not released.

However, it was apparent that improvements in fiscal management were needed and the Project Committee initiated activities that would begin to address this need:

- A *Directory of Resources for Management Assistance* was developed and disseminated.
- *A Workshop on Fiscal Management* was co-sponsored by the Child Day Care Planning Project, the Council of Smaller Enterprises and the Cuyahoga County Department of Development.
- A *Worksheet* was developed to be used with the Ohio Department of Human Services 1810 form used in reporting Title XX expenditures.
- Centers applying for CDCPP Capital Loans were offered assistance by United Way Services' *Management Assistance Program.* ■

PLANNING FOR THE FUTURE
The Community Child Care Services and Funding Plan

From the beginning, the Child Day Care Planning Project Committee envisioned that development of a *Community Child Care Services and Funding Plan* would be one of its main achievements. Such a plan has been developed and is currently being reviewed by a variety of community organizations and interested individuals.

Among other things it calls for the continuation of a community-wide collaborative body – a testimony to the effectiveness of the public/private partnership that has evolved under the Child Day Care Planning Project.

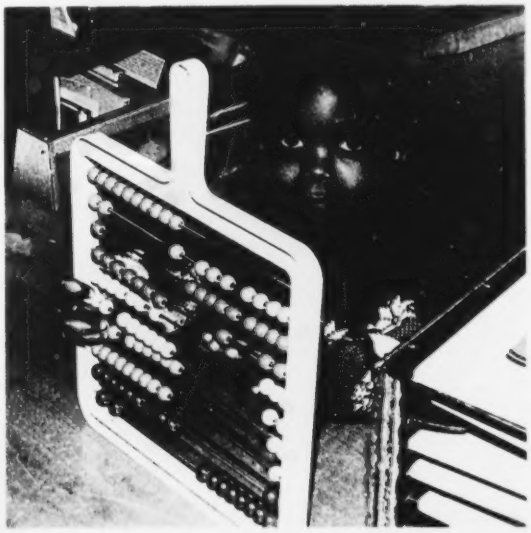
It also calls for implementing new policies and procedures as well as continuing a number of demonstration projects that have proven their value to the community.

The questions of child care availability, quality and cost are not yet fully resolved, but we have some solutions to the puzzle of child care. . . solutions that will make a difference to the community and its people.

Continuing to work together to address our problems cooperatively can lead to new breakthroughs and new strategies. This is the single most important element in addressing child care issues.

The stakes are high. . . and the community, working together, must address the needs of its children in a forceful and determined manner.

Nothing is more important than the care of our children. ■



15

A COMMUNITY-WIDE EFFORT
Acknowledgements

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- Nina McLellan, Senior Planning Associate
- Marcia LaRiche, Planning Associate
- Geraldine Ash, Cuyahoga Community College Faculty on loan to CDCPP as Training System Coordinator
- Barbara Hampton,Secretary
- Edna Anderle, Secretary

Major Supporters Who Initiated the Project

City of Cleveland
The Honorable George V. Voinovich, Mayor
The Honorable George C. Forbes, Council President

Cuyahoga County Board of Commissioners
The Honorable Mary O. Boyle, Commissioner
The Honorable Virgil E. Brown, Commissioner
The Honorable Timothy F. Hagan, Commissioner

Cuyahoga County Department of Human Services
Gladys Hall, Director
Marjorie Hall-Ellis, former Director**

Federation for Community Planning
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Federation of Catholic Community Services
Father Walter Jenne, Executive Director

Jewish Community Federation
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The Cleveland Foundation
Steven A. Minter, Director

The George Gund Foundation
Henry Doll, Acting Director
James Lipscomb, Executive Director**

United Way Services
Jack Costello, President and Chief Professional Officer
William A. Kerrigan, former Executive Vice President
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Many of the following individuals served on various CDCPP subcommittees or work groups as well as on the Advisory Committee:

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Kenneth Wiley, Co-Chairperson**

Aileen Kassen, former Chairperson

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Jean Brown, Consumer

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Lillie Harris, Lily Day Care Center* **

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Sondra Jones, Center for Human Services* **

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Lois Wiggins, La Petite Learning Day Care Center, Inc.* **

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**Participant – Funding Work Group

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Cuyahoga Community College Staff Training Model: Infant and Toddler Care
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Kathy Anderson

La Petite Cultural Enrichment Center
Lois Wiggins
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Lakewood Community Care Center
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Richmond Heights School-Age Program
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Donna Coleman and Cheryl Hardwick, St. Mark's Day Care Center
Rita Herzog, Cindy Maxwell and Theresa Rosegger, West Side Community House Day Care Center
Judith Chamberlain and Jacqueline Wayda, Happy Times Day Care Center

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Trudy Thompson, Catholic Diocese
Eileen Timko, City of Cleveland Health Department
Dorothy Weiss, Federation for Community Planning
Marilyn Williams, United Way Services
Barry Withers, City of Cleveland
George Zeller, Council for Economic Opportunities

Participating Day Care Centers

Al-La-Ritz Kiddie Kollege, Inc.
All My Children Day Care Center
Ann Barber's Day Care
Ann Barber's Infant Center
April-N-Paris Day Care Center
Aspinwall Day Care Center
Bedford Heights Day Care/Nursery Center
Bell Day Care Center
Bingham Day Care Center
Black Unity House Child Development Center
Center for Little Angels, Inc.
Christ Child-DePaul Day Care Center
Collinwood Center for Childhood Education
Community Child Care Center, Inc.

Community Day Nursery, Inc.
Covenant Early Childhood Programs
Creative Playrooms, Inc./Maple Heights Day Care Center and Private Kindergarten
Creative Playrooms, Inc./Miles Avenue Day Care Center and Private Kindergarten
Cuyahoga Community College, Eastern Campus Day Care
Cuyahoga Community College, Metropolitan Campus Children's Center
Dawson Temple Church Child Care
Early Childhood Enrichment Center
East Cleveland Child Development Center
East End Individual Learning & Development Center
Euclid Avenue Congregational Church Day Care Center
Euclid Day Nursery
Evans Learning Center
First Baptist Church Child Care Center
First United Methodist Day Care Center
Golden Rule Day Care Center
Grace Temple Day Care Center
Hamill Day Nursery
Happy Times Day Care and Nursery School
Harrison Day Care Center
Harvest Day Care Center
Hayden Day Care Center
Jewish Day Nursery
Karamu House Day Care Center
Kathryn Tyler Day Care Center
Kendee Land Pre-School
Kenner Day Care Center, Inc.
Kiddie Tot's Nursery School, Inc.
La Petite Learning Day Care Center, Inc.
Lakewood Day Nursery
Lily Day Care Center, Inc.
Mather Day Nursery
Merrick House Day Nursery
Mt. Pleasant Nursery School, Inc.
Mt. Pleasant Youth Action Day Care Center
Oakfield Christian Child Enrichment Center
Parmadale Day Care Center
Phillis Wheatley Association, Josephine Kohler Day Care Center
Pooh-County Day Nursery School, Inc.
Reasons & Rhymes Learning Center
St. Mark's Child Development Day Care Center
Salvation Army Hough Day Care Center
Spanish-American Day Care Center
Tiny Tots Day Nursery, Inc.
Tre-O-Day Nursery
Trinity Cathedral Day Care Center
Wade Day Nursery
West Side Community House Day Care Center
Windermere Child Care Center, Inc.
Winnie's Nursery School, Inc.
YWCA Child Care Center

Participating Family Day Care Homes

Selected Homes Affiliated with
Children's Services
Covenant Early Childhood Programs
Cuyahoga County Department of Human Services
Jewish Children's Bureau

Child Day Care
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